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***Part 1 Instructions***

***For this assignment you will need qualitative data to analyze. You may use interviews you may have collected in previous classes, or you may use field notes from observing an activity in your professional assignment. You may also use student responses to open ended questions, such as a short essay on a topic. You should have about 1½ page of qualitative data from at least three respondents. If you do not have, or cannot collect qualitative data contact your coach, he or she can help with a solution.***

***(For scoring criteria, refer to Week 4 Part 1 Rubric)***

***In the space below, describe the data and how it was collected.***

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| The data collected was based on teachers and their experiences. Teachers were asked what it is like to be a teacher. Three teachers of elementary, middle school, and high school level were interviewed. Their responses were quoted and gave explanation to how they felt it is like as a teacher. Both the kindergarten and middle school teachers mentioned the TAKS test. Elementary stated that the text book lacks the tough part of being a teacher which is hushing, caring, loving, and teaching students the students to use their inner voices. Interviewer number two dislikes the TAKS test. She feels she teaches for the test. She seems to be consumed by school and home activities leaving her tired. Finally, interviewer number three struggles with the lack of maturity with her students. She feels the textbook is a joke and the students just do not care to learn. It seems that she is fed up and is considering not teaching math in the next coming year. The data collected took the opinions of three teachers. All three teachers were entitled to their own opinion without anyone knowing who they are by remaining anonymous. |

***Read the qualitative data more than once to begin to “hear” what is being communicated. Highlight fragments that seem to have meaning. In the space below, copy and paste sections three respondents (about 150 - 200 words each) or field notes from an observation of at three participants (at least 250 words) responding to a common prompt. Highlight words, phrases or fragments from each respondent that seem to have meaning. Each paragraph may contribute at least one meaning or idea.***

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| **Fragments that have meaning:**  Key areas from those interviewed  Caring/commitment/love  Complaints of testing  Textbook dislikes  General teaching complaints/dislikes  Interview one, two, and three consist of complaints or dislikes. One and two still had love for teaching while interview number three had none. Interview number three did not even begin with a statement of care. One and two both had textbook complaints and something to mention of the testing and dislikes of the textbook. Interview number three was far from the likes of one and two. Interview three stated that she is unsure of returning to the teaching field. All three seem to be exhausted in some way with teaching. Each has their own reasoning of being tired. Again, one and two seem to still have life in them while three seems to have practically given up. According to the highlights it seems that interview number one has the best results of teaching continuation. Two has quite a bit of grey highlight, meaning complaints. Interview number three is practically grey leaving no room for care or commitment. Interview number three has no positives. Only complaints and dislikes.  **INTERVIEW #1: *What is it like to be a teacher?***  I really love the little ones, but teaching kindergarten is really hard. The lessons in our books seem really simple, and that is what they need to learn, but I can never seem to finish the lesson! I try really hard, but there is always something that keeps me from finishing all of the lesson in the teacher’s book. I know my little ones are learning, but learning is everything. They need some love and caring, too. There are so many things they really needs to learn – like not hitting, how to use their “indoor voice” wait for your turn – these things aren’t in the teachers book lesson plan but these little ones need to learn it, too! And, I’m pretty sure it isn’t on the TAKS, either – but until they learn how to act at school, they can’t learn anything is on the test.  INTERVIEW #2: ***What is it like to be a teacher?***  I always wanted to be a teacher for as long as I can remember. When I was little, I would line up my dolls, stand in front with a long stick and pretend to be their teacher. Being a real is different. It’s not at all like what I thought. Don’t get me started on TAKS – It seems like all I’m supposed to do is get students ready for TAKS. I don’t know why we have textbooks and teachers manuals with lesson plans – there’s never time to use them. I thought I was becoming a teacher, not a TAKS coach!  People talk about teachers have 3 months off for vacation every summer – well, I’ll be spending those three months taking going to workshops at the service center and getting things ready for next year. During the year with grading every evening and PTA and my families activities, there just isn’t enough time for anything else!  Middle school is a really special time in the lives of these kids. It is so different from elementary – they change classes without walking in a line, and have little bits of time to visit and play between classes. They have athletic teams at school and city league soccer and little league in the afternoons and every weekend, too. I’m lucky to be a part of it. I try to go to a game when they invite me, but it is so hard! The one part that is There is another night without grading!  **INTERVIEW #3: *What is it like to be a teacher?***  Being a teacher pays the bills until I can find something else. They sure don’t pay me enough for what they expect. These kids don’t care. And they do everything they can to be disruptive. If I give them any attention, they go crazy. Send them to suspension and it’s a vacation from learning. I wonder how they plan to pay their bills when school is over. What they really need is a dose of reality, not feel-good bribes to do their lessons.  I don’t know what I’ll be doing at this time next year, but it won’t be teaching math to the walls. The lesson plans in the textbook are a joke! I don’t know who they are kidding – there’s so much stuff in there nobody can get to between taking roll and getting them out the door before a fight breaks out. I’m not teaching math – I’m trying to survive. |

***Reduce the data by grouping fragments with similar meaning. Identify each group with a descriptive label. List group labels in the space below.***

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| Four Group Labels:  Caring/commitment/love  Complaints of testing  Textbook dislikes  General teaching complaints/dislikes  (Information highlighted and explained in previous question) |

***Reflect on the group labels to reduce the data even more. Do the labels suggest one or more themes contained in the qualitative data? In the space below, state at least one and not more than three themes common to each interview. Present the theme as a phrase or sentence fragment.***

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| The labels suggest more than one theme contained in the qualitative data. With the labels there are various themes to be understood from the interviews.  Theme 1: All teachers have general complaints of teaching  Theme 2: Teachers have common dislikes of textbooks and their lesson plans. |